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THE CLASSICAL WEEKLY

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As the result of a suggestion that The Classical Association of New England and The Classical Association of the Atlantic States exchange delegates at their annual meetings in the spring of 1909 I attended the fourth annual meeting of The Classical Association of New England at Boston University, Boston, on April 2-3. All the sessions were largely attended. Much interest was taken in the papers, although, since the papers were so numerous, there was little time for discussion. The report of the Secretary-Treasurer showed a membership of 337 (a net gain of 13 over last year) and a comfortable balance in the treasury.

The programme was as follows: The Teaching of literary Values in Greek Poetry, with special Reference to the Iliad, Professor H. D. Brackett, Clark College; The First Book of the Odyssey, Professor S. E. Bassett, University of Vermont; A Suggestion for economizing Time in First Year Greek, Miss R. B. Franklin, Newport (R. I.) High School; The Quality of the Output in Classics of our Preparatory Schools, Dr. A. W. Roberts, Brookline High School; On the Necessity of Personal Attention to the individual Student, H. Roberts, Taft School; The Conversion of Lucretius, Professor W. A. Heidel, Wesleyan University; Some Classical Sites in Asia Minor, Professor H. W. Smyth, Harvard University; The Roman Forum, Professor Christian Huelsen; Classical Clubs for Secondary Schools, W. F. Abbott, Classical High School, Worcester, Mass.; The Future of the New England Academy, G. S. Stevenson, Coburn Classical Institute; Some Features of the Classical Instruction in English Schools, J. C. Kirtland; The Methods of teaching Latin in the Prussian Gymnasias, Dr. C. Brinkman, Prussian Exchange Lecturer, Yale University; The Attitude of the small College towards the Classics, President H. A. Garfield, Williams College; Ferrero's View of Horace, Professor E. P. Morris, Yale University; Some new Acquisitions by the (Boston) Museum of Fine Arts, Dr. Arthur Fairbanks, Director; Trips to Praeneste and Ostia with the American School at Rome, Professor Helen M. Searles, Mt. Holyoke College.

Mr. Abbott spoke in most interesting fashion of the work of the Greek Club and the Latin Club at the Worcester High School; both clubs have been in existence for many years, carrying out with

success varying programmes. Mr. Kirtland's paper will appear in the concluding numbers of THE CLASSICAL WEEKLY for this year. The paper caused some discussion; Mr. Fox of New Haven, who claimed to speak from much intimate knowledge of English schools, declared that in England teachers in the schools spent no time discussing the 'tyranny' of the Universities in exacting this or that as prerequisite for admission; their attitude was rather that of asking the Universities what they wanted and then of bending all their energies to the task of meeting those requirements. He suggested that American teachers imitate this practice; if our teachers were to stop for five years complaining of excessive requirements by the colleges, and were to employ the energy thus saved to devising ways and means of meeting the requirements of the colleges, our educational difficulties, so far, at least, as they now exist for the schools, would all be solved.

Dr. Brinkman talked informally, but extremely well. He praised Dettweiler's book (see THE CLASSICAL WEEKLY 2. 85-86), and referred to books by Richter and Ostermann as exemplifying well the inductive method as used in German Gymnasien. Lists of words, he said, arranged according to meanings and etymology, are much used. Careful attention is paid to pronunciation; if the student learns to pronounce accurately at the outset, he has practically no trouble with the reading of verse. If the whole of an author is not read as part of the regular work of a class, the teacher gives the contents of the whole work to the class. Sight work is constantly practised. Everywhere an effort is made for concentration. One important point made by Dr. Brinkman related to the system whereby the teacher is promoted with his class. The Latin work in the Gymnasien, in the extreme form, falls into nine divisions. The pupils have one teacher throughout the lowest third of these nine, and one teacher again throughout the middle third. One can readily see the great advantages of such a plan as this, particularly as applied to the initial stages of language instruction. Frequently also one teacher has both Latin and German or French; he can thus make the instruction in the one language reinforce that in the other. Or else the Latin teacher keeps in touch with the German

or French teacher, informing the latter that at a certain time he will take up with his class certain phenomena of Latin; the German or French teacher, so far as possible, makes his work at that time parallel to that of his Latin colleague.

President Garfield declared that the attitude of the small college, nay of any college, towards the Classics depends on the attitude of that college towards learning. Is the college only to uphold learning that is 'useful'? then put the Classics out. But he held that experience more and more clearly shows the necessity of making the basis of learning something broad, deep, enduring, something so securely founded in past experience that it shall be possible to put on a proper superstructure. This means that the attitude of the college towards the Classics must be distinctly friendly, because experience has amply shown that by the Classics the mind is taught and disciplined in a thoroughly satisfactory way. There is no evidence whatever that the minds of modern youth are so different in fiber and processes from those of the youth of former generations, which found their best training in the Classics, that the Classics may with safety be thrown out. Professor Morris took issue sharply with Ferrero's picture of Horace, holding that by suppression of pertinent matters and misinterpretation of others he had presented a very erroneous picture of the Roman lyric poet. In a word Professor Morris, speaking of a detail of Ferrero's presentation of Roman history, made much the same comments on Ferrero's methods as were made in *THE CLASSICAL WEEKLY* 2. 124-126 by Professor Botsford in his review of Volumes 3 and 4 of the *Greatness and Decline*. C. K.

THE HELVETIAN QUARTET¹

IV. Divico

Four names are the sum of Helvetia's soldier-statesmen on Caesar's roster. The list began with an adventurer and a suicide; it closes with Divico, whom we should honor, with Catuvolcus (6. 31), Camulogenus (7. 57), and Vertiscus (8. 12), as one of the four 'Grand Old Men' of Gaul. Divico in his youth had been the forerunner and example of Orgetorix, but without the stigma of conspiracy and treason that ruined the latter. Yet, it must be admitted, much of Divico's early fame had approached dangerously near to the province of the adventurous.

It was in 107 B. C., five years before his later adversary even saw the light at Rome, that Divico's name must have been oft-repeated in Forum and temple and Curia—yes, and coupled with curses and vows. The Cimbri and Teutones were at that time on their awful march through western Europe, sweeping all things and all creatures before them.

For very fear of them, the Gauls were shutting themselves in their towns and living, in their extreme famine, upon their own flesh (7. 77. 12). Italy was cowering in horror, lest it also should all too soon be caught up in the mad vortex of the barbarians' course. But, as if these invaders were not enough in themselves, native tribes of Gaul were becoming intoxicated by the frightful example and were either joining the main horde or pursuing parallel tangents of their own. Such were the Tigurini, one of the four cantons of the Helvetian nation, who now broke loose from all restraint and poured themselves out upon the Province. And it was Divico, a chieftain then in his youthful vigor, that was at their head (1. 7. 2; 1. 13. 2).

Caesar's father, or perhaps his grandfather, may have been in the Forum one day, when a messenger from the far North came with startling intelligence. The army of L. Cassius Longinus the consul, Marius's colleague, had been defeated, the consul himself slain, and the remnants of the Roman host sent under the yoke by Divico and his Helvetians. The humiliated fugitives had purchased their ransom at the price of half their possessions. *Pro fidem deum! In malam crucem Divico!*

Curious are the coincidences that throng human history! There are several which Caesar, perhaps not inappropriately, calls to our attention in connection with this famous raid of the Tigurini. Years afterwards, in fact it was during his own consulship and the year preceding his departure for Gaul, Caesar's marriage with Calpurnia, Piso's daughter, brought him into unexpected closeness of relationship with Divico and the Helvetians. From his own wife's lips, probably, he now heard tales of that great defeat far back in 107 B. C., for Calpurnia's great-grandfather had been on the staff of Cassius in that disastrous campaign and had been slain along with his general. It had a tendency at least to stimulate Caesar's interest in the event, especially after later developments placed him in immediate contact with the chief characters themselves in the tragedy.

By a second coincidence—Caesar was uncertain whether it was purely accidental, or actual intervention on the part of providence—the Tigurini whom he had so summarily cut off at the Saône (1. 12) were the self-same tribe that had wrought the destruction of L. Cassius.

But last and most unique in this chain of coincidence was old Divico himself. Forty-nine years after his first exploits on that same soil Divico now came as chief of an embassy to wait on Caesar. It is not often that Clio, in search of a hero, will turn back through the records of half a century. Divico's name had once already been heralded to fame. The story of his notorious incursion may

¹ See *THE CLASSICAL WEEKLY*, 2. 178-181, 186-188